

**THE EFFECT OF USING SYNTHESIZING STRATEGY TOWARDS
STUDENTS' READING COMPREHENSION AT THE SECOND
YEAR OF SMA LKMD KANDIS OF KANDIS DISTRICT
THE REGENCY OF SIAK SRI INDRAPURA**

Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



By

NINA KHAIRIYANI

NIM. 10714000698

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

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ABSTRACT

Nina Khairiyani (2012):“The Effect of Using Synthesizing Strategy towards Students’ Reading Comprehension at the Second Year of SMA LKMD Kandis of Kandis District the Regency of Siak Sri Indrapura.”

Based on the writer preliminary study at SMA LKMD Kandis, the writer found some problems faced by the students in learning English especially in reading. Some of the the students of SMA LKMD Kandis did not know how to read meaningfully. They only read the textbook required to be able to perform well in the achievement test. They did not learn the process of reading. In spite of this, some of them got low scores in reading comprehension exercises. To provide solution to these problems, the writer proposes a strategy called synthesizing strategy.

The main focus of the research is to find out whether there is significant difference between students’ reading comprehension taught by using Synthesizing strategy and students’ reading comprehension taught by using conventional strategy. In the research, the type of the research was quasi-experimental research. The writer used nonrandomized control group pretest-posttest design. The writer used two classes as sample consist of 60 students. The first class was as experimental and the second was as control. Experimental class taught by using Synthesizing strategy and control class taught by using conventional strategy.

The technique of data collecting was test. Test was used in order to collect the data of students’ reading comprehension at the second year of SMA LKMD Kandis. The technique of data analysis used T-test formula in order to find out the difference of students’ mean score between experimental class and control class by using SPSS 16 version. The students’ score was compared with T-table which considered with degree of freedom (df).

Based on the data analysis, the writer found that there is significant difference between students’ reading comprehension taught by using Synthesizing strategy and students’ reading comprehension taught by using conventional strategy with consideration $t_o = 8.354$ is higher than T-table either in significant 5% = 2.00 or in significant 1 % = 2.65. It means that H_a is accepted and H_o is rejected.

So, it can be concluded that there is significant difference of using synthesizing strategy towards students’ reading comprehension at the second year of SMA LKMD Kandis. In other words, there is a significant effect of using Synthesizing strategy towards students’ reading comprehension at the second year of SMA LKMD Kandis.

ABSTRAK

Nina Khairiyani (2012):“Dampak dari Penggunaan Strategi Synthesizing terhadap Pemahaman Membaca Siswa pada Kelas Dua SMA LKMD Kandis Kecamatan Kandis Kabupaten Siak Sri Indrapura.”

Berdasarkan peninjauan penulis di SMA LKMD Kandis, penulis menemukan beberapa masalah yang dihadapi siswa dalam belajar bahasa Inggris khususnya dalam membaca. Beberapa siswa dari SMA LKMD Kandis tidak tahu bagaimana membaca dengan memahami maknanya. Mereka hanya membaca buku untuk dapat menjawab pertanyaan secara baik di ujian. Mereka tidak belajar proses dari membaca. Selain ini, beberapa dari mereka mendapatkan nilai yang rendah dalam tugas pemahaman membaca. Untuk mengurangi permasalahan ini, penulis mengajukan strategi yaitu Synthesizing Strategi.

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajarkan dengan memakai strategi Synthesizing dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi biasa. Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian quasi-eksperimental. Penulis mengambil nonrandomized control group pretest-posttest design. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 60 siswa. Kelas pertama sebagai experimental dan kelas kedua sebagai control. Kelas eksperimen diajar dengan menggunakan strategi Synthesizing dan kelas control diajar dengan menggunakan strategi biasa.

Teknik pengumpulan data adalah test. Test digunakan untuk mengumpulkan data tentang pemahaman membaca siswa. Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui perbedaan nilai rata-rata antara kelas experiment dan kelas kontrol dengan menggunakan SPSS versi 16. Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom (df).

Berdasarkan analisa data, penulis mendapatkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajarkan dengan memakai strategi Synthesizing dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi biasa dengan mempertimbangkan $t_o = 8.354$ lebih besar dari pada t tabel baik pada taraf 5% = 2.00 maupun pada taraf 1% = 2.65. Hal ini berarti bahwa H_a diterima dan H_o ditolak.

Jadi, dapat disimpulkan bahwa ada perbedaan yang signifikan atas penggunaan strategi Synthesizing terhadap pemahaman membaca siswa di kelas dua SMA LKMD Kandis. Dengan kata lain, ada dampak yang signifikan dari penggunaan strategi Synthesizing terhadap pemahaman membaca siswa pada kelas dua SMA LKMD Kandis.

نينا خيراني (2012): أثر استخدام خطة الاصطناع إلى فهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة الوسطى العالية ل ك م د كاندیس بمركز كاندیس منطقة سیاك سري إندرا فوراً.

رأت الباحثة بناء على دراستها بالمدرسة الوسطى العالية ل ك م د كاندیس بمركز كاندیس أن الطلاب يلاقون المشكلات في دراسة اللغة الإنجليزية منها أن بعضهم لا يعرفون القراءة مع فهم معانيها، يحتاجون الكتب لإجابة الأسئلة في الامتحان ولا يدرون عملية القراءة و منهم ينالون النتائج المنخفضة في الواجبات عن فهم القراءة. ثم لانخفاض هذه

الهدف الأساسي لهذا البحث لمعرفة سواء هناك فرق هام بين فهم الطلاب في القراءة الذين يدرسون بخطة الاصطناع و فهم الطلاب الذين يدرسون بخطة عادية. يعرض هذا البحث شبه التجربة. ثم أخذت الباحثة غير عشوائية فريق الضبط من الاختبار البعدي و استخدمت الباحثة فصلين اثنين وفيهما نحو 60 . يقال الفصل الأول فصل تجريبي و يقال الفصل الثاني فصل الضبط. يدر الطلاب في الفصل التجريبي بخطة الاصطناع و يدرس الطلاب في فصل الضبط بخطة عادية.

تجمع البيانات بالاختبار. يستخدم الاختبار لجمع البيانات عن فهم الطلاب في القراءة. تحلل البيانات في هذا البحث بصيغة ت-الاختبار لمعرفة مستوى الفرق بين النتائج في الفصل التجريبي و فصل الضبط باستخدام البرنامج الحاسوبي س ف س س الإصدار . ثم تميز النتائج .

كشفت الباحثة بناء على تحليل البيانات أن هناك فرقاً هاماً بين فهم الطلاب الذين يدرسون بخطة الاصطناع و الطلاب الذين يدرسون بخطة عادية مع التمييز $t_{0.05} = 8.354$
 $5 = 2.00 = 1 = 2.65$
قبلت الفرضية البديلة و رفضت الفرضية الصفرية.

ومع ذلك، يوجد هناك فرق هام من استخدام خطة الاصطناع إلى فهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة الوسطى العالية ل ك م د كاندیس وقد يوجد هناك أثر هام من استخدام خطة الاصطناع إلى فهم الطلاب في القراءة لطلبة الوسطى العالية ل ك م د كاندیس.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In Senior High School level, one of the most important elements to be acquired in teaching and learning English is reading. According to Kalayo Hasibuan, on this level, learners are able to access knowledge with the medium of English language.¹ So that students are pursued to master all aspects of English skill. Brown stated that there are four skills that the students should master them at the end of their learning process, they are listening, writing, speaking, and reading.²

Reading is one of the important language skills that should be mastered by the students. Reading can help students improve their knowledge, experience, and getting much information from the written materials. According to Kalayo Hasibuan, reading is to gain information, knowledge and critique a writer's ideas and style. Reading can help the students know about the type of text and to

¹Kalayo Hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p. 2

²H. Douglas Brown. *Teaching by Principle: an Interactive Approach to Language Pedagogy*. (New Jersey: Prantice Hall, Inc Englewood Cliffs, 1994). p. 29

comprehend it.³ Davies and Widdowson say that the aim of reading is to develop in the language learner the ability to comprehension of the text.⁴

To help readers comprehend of the text, the readers have to know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of Senior High school level are strongly expected to know the strategy of reading skill to comprehend the reading text as well.

SMA LKMD Kandis is one of the Senior High School in Siak Regency. This school uses School Based Curriculum as learning English guide. English has been taught twice a week with durati¹ minutes per lesson based on the curriculum. Reading is one of subjects has been already taught since the first grade. In other words, they have been studied English for a long time. It means that they should know a good learning method and strategies to learn English especially in reading comprehension. This possibility describes that, ideally, the second year students of SMA LKMD Kandis could develop their competence in reading comprehension, but in fact, it is still far from the target of the curriculum. Usually, teacher used some strategies in teaching reading, such as; reading aloud, three phase technique, and questioning. And then students read the text either

³ Kalayo Hasibuan and Muhammad Fauzan A. *Op. Cit.* p. 114

⁴ Davies, A. and Widdowson, H.G. *Reading and Writing* In I.P.B. Allen and S. Pit Corder 1974. p.172

silently or loudly, and then students had to answer the questions that follow. But, this way was still not effective to improve students' reading comprehension.

Based on the writer preliminary study at SMA LKMD Kandis, the writer found some problems faced by the students in learning English especially in reading. Some of the the students of SMA LKMD Kandis did not know how to read meaningfully. They only read the textbook required to be able to perform well in the achievement test. They did not learn the process of reading. In spite of this, some of them got low scores in reading comprehension exercises. The problems of the students can be seen in the following phenomena:

1. Some of the students do not know the real meaning based on the context of the English text.
2. Some of the students are not able to answer the questions based on the text given.
3. Some of the students are not interested to read an English text.
4. Some of the students are not able to get information in the reading text.
5. Some of students' scores in reading subject are unsatisfied.

Basically, the problems above could result from many factors. They could derive from the teaching strategy, the students' intellectual competence themselves, or the students' socio and economic condition which force them to be lack of school facilities and eventually causes low interest of studying and low scores of English. To provide solution to these problems, the writer proposes a

strategy called synthesizing strategy. According to Bumgarner, Synthesizing is the process whereby a student merges new information with prior knowledge to form a new idea, perspective, or opinion or to generate insight.⁵

Based on the explanation and the problem experienced by the students above, the writer is interested in conducting a research which entitled: **THE EFFECT OF USING SYNTHESIZING STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND YEAR OF SMA LKMD KANDIS OF KANDIS DISTRICT THE REGENCY OF SIAK SRI INDRAPURA.**

A. The Problem

1. Identification of the Problem

Based on the background of the problem, it is very clear that most of the students at the second year students of SMA LKMD Kandis still get some problems in their reading comprehension. To make it clearer, the researcher identifies the problem as follows:

- a. Why do some of the students not know the real meaning based on the context of the English text?

⁵ Shannon Bumgarner. *Ohio Resource Center for Mathematics, Science, and Reading*. (Retrieved on Tuesday, February 8, 2011) at [www.http://ohiorc.org/adlit/strategy/](http://ohiorc.org/adlit/strategy/)

- b. What factors make the students unable to answer the questions based on the text given?
- c. What makes some of the students not interested to read an English text?
- d. What makes some of the students not able to get information in the reading text?
- e. What factors make some of the students' scores unsatisfied in reading subject?

2. The Limitation of the Problem

Because of limited time, energy, and fund, it is necessary for the writer to limit the problem. The writer focuses this research on the effect of using Synthesizing strategy toward students' ability in reading comprehension between those who are treated by Synthesizing reading comprehension strategy and those who are not. In order to avoid misunderstanding in this research, the text used by the researcher is narrative text.

3. The Formulation of the Research

The problems of this research can be formulated in these following questions:

- 1. How is reading comprehension of the students who are taught by Synthesizing strategy?
- 2. How is reading comprehension of the students who are taught by using conventional strategy?

3. Is there any significant difference of reading comprehension between students who are taught by using Synthesizing strategy and who are taught by using conventional strategy?

B. The Reason for Choosing the Title

The reason why the researcher is very interested in carrying out the topic above based on the several considerations:

1. The writer is very interested in carrying out this research in order to know the effect of using Synthesizing strategy toward students' reading comprehension.
2. The topic is relevant to the writer as an English student of English Department of State Islamic University of Sultan Syarif Kasim Riau.
3. As far as the writer concerned, this research title has never been investigated by any other research yet.

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' reading comprehension who are taught by using Synthesizing strategy.
- b. To find out students' reading comprehension who are taught by using conventional strategy.
- c. To obtain whether there is any significant difference of reading comprehension between students who are taught by using Synthesizing strategy and who are taught by using conventional strategy.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

1. To fulfill one of requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
2. The research findings are to give the valuable input to the teachers of English at SMA LKMD Kandis especially and all English teachers generally as an attempt to improve the students' reading comprehension.
3. To motivated students to improve their proficiency in reading comprehension, in order to give chance for students to be master of English

E. The Definition of the Term

1. Effect

According to Richards effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.⁶

In this research, effect is defined as the result of teaching reading treated Synthesizing Strategy.

2. Synthesizing strategy.

According to Harvey and Goudvis in Tankersley Synthesizing is the strategy that allows readers to change their thinking.⁷ Furthermore, Bumgarner says that Synthesizing is the process whereby a student merges new information with prior knowledge to form a new idea, perspective, or opinion or to generate insight.⁸ Synthesizing strategy meant in this research is a technique used by the researcher to know its effect towards students' ability in reading comprehension.

3. Reading Comprehension

According to Snow, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and

⁶ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics. Third Edition.* (New York: Pearson Education, 2002). p. 175

⁷ Karen Tankersley. *Threads of Reading (Strategies for Literacy Development.* (United States: ASCD, 2003). p. 116

⁸ *Ibid*

involvement with written language⁹. In addition, Klinger et al also state that reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰

⁹ Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), p.

¹⁰ Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Dissabilities* (New York: The Guildford Press, 2007), p.8

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1) The Nature of Reading

Reading is one of the four skills that must be mastered by every individual. According to Cristin and Mary, reading is the individual activity to get information excellence and unless there are contextual constraints on the teaching situation, such as lack of electricity at homes, and no sense in wasting class time on actual reading.¹ Reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity, but it is an active process in which readers relate information in the text to what they already know. Furthermore, Kolers in Sadeghi states that reading is one of the most complex forms of information processing.²

According to Linse³, reading is a fluent process of readers combining information from a text and their own background knowledge to building

¹ Christina Bratt Paulston and Mary Newton Bruder. *Teaching English as A Second Language Teaching and Procedures*. (Massachusetts, Inc: Winthrop Publishers). p. 64

² Karim Sadeghi. *The Key for Successful Reader-writer Interaction: Factors Affecting Reading Comprehension in L2 Revisited*. Vol. 4. 2007. p. 1. (Retrieved on Sunday, February 20, 2011) at [www.asian-afl-journal.com/June 07zl.php](http://www.asian-afl-journal.com/June%2007zl.php)

³ Caroline T Linse. *Practical English Language Teaching*. (New York: McGraw-Hill Company, Inc, 2007). p. 68

meaning. Moreillon states that reading is making meaning from print and from visual information.⁴ It means that to get knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Moreover, Ralph states that good readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know.⁵

According to Kalayo Hasibuan, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

- 1) Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- 2) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- 3) Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

⁴ Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007). p. 10

⁵ Ralph E. Reynold. 2002. *Understanding the Nature Reading Comprehension*. (Retrieved on Tuesday, February 22, 2011) at http://www.sagepub.com/upm-data/7086_wolfech1.pdf

- 4) Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).⁶

To be easier in reading, we need to know the process of reading. According to Linse in the process of reading, he divides three categories of reading models, they are:⁷

1) Bottom up models

Bottom up models typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text.

2) Top down models

Top down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood.

⁶ Kalayo Hasibuan and Muhammad Fauzan A. *Op. Cit.* p.115

⁷ Caroline T. Linse. *Op. Cit.* pp. 70-72

3) Interactive models

This model combines elements of both bottom-up and top-down models. The readers synthesized based on information provided simultaneously from several knowledge sources. Murtagh in Lines stresses that the best second language readers are those who can efficiently integrate both bottom-up and top-down processes.

Reading is a way to get information from something that was written. Reading involved the interaction between reader and the passage. According to Delene, the purposes of the reading are as follows:⁸

1. For pleasure or for personal reasons
2. To find personal information
3. To find a specific topic in a book or article
4. To learn subject matter that is required for a class

2. The Nature of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Caroline T. Lines, the goal of reading is comprehension.⁹ In addition, Davies and Widdowson state that the aim of reading is to develop in the language learner the

⁸ Delene Sholes. *Reading for Different Purposes: Strategies for Reading Different Kinds of Materials*. (Retrieved on Sunday, February 06, 2011) at <http://www.suite101.com/content/reading-for-different-purposes-a91899>. p. 2

⁹ Caroline T. Linse. *Op. Cit.* p. 68

ability to comprehension of the text.¹⁰ That is also stated by Kalayo Hasibuan, the purpose (s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.¹¹

According to Hirai, comprehension refers to how struggling readers “make sense” of the written page in any content.¹² In addition, Durkin in Dorothy stated that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well.¹³

According to Snow, define that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentions that comprehension entails three elements, such as:¹⁴

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

¹⁰ Davies, A. and Widdowson, H.G. *Loc. Cit.* p. 172

¹¹ Kalayo Hasibuan and Muhammad Fauzan A. *Loc. Cit.* p. 115

¹² Debra L. Cook Hirai, Irene Borego et al. *Academic Language/Literacy Strategies for Adolescents*. (New York: Routledge, 2010). p. 76

¹³ Dorothy S. Strickland, Kathy Ganske, et al. *Supporting Struggling Readers and Writers*. (Monroe Portland: Maine Stenhouse Publisher, 2006). p. 114

¹⁴ Catherine Snow and Chair. *Reading for Understanding Toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002). p.11

To comprehend, Snow also states that a reader must have a wide range of capacities and abilities. These include:¹⁵

- 1) Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- 2) Motivation (a purpose for reading an interest in the content being read, and self-efficacy as the reader).
- 3) Various types of knowledge, (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

According to Karen, reading comprehension is dependent on three factors:¹⁶

- 1) The first factors is that the reader has command of the linguistic structures of the text
- 2) The second factor is that reader is able to exercise metacognitive control over the content being read. This mean that the reader is able to monitor and reflect on his or her own level of understanding while reading the material
- 3) The thirds and the most important criterion influence comprehension is that the reader has a adequate background in the context and vocabulary being presented.

¹⁵ *Ibid.* pp. 13-14

¹⁶ Karen Tankersley. *Op. Cit.* p. 90

According to Jhonson, in Egis, comprehension is an activity is an activity where reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about the text.¹⁷ Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. Moreillon states that background knowledge is always behind us backing up our comprehension.¹⁸

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the readers need and purpose. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.

In this research, the writer just uses the standard reading comprehension which is provided in School Based Curriculum (KTSP) at SMA LKMD Kandis. The writer determines some indicators as follows:

1. Students are able to identify topic.
2. Students are able to identify text organization.

¹⁷ Egis Fajruna El Mubarak. *Effect of Pre- Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru* (Unpublished, 2006). p. 9

¹⁸ Judi Moreillon. *Op. Cit.* p. 19

3. Students are able to identify factual information.
4. Students are able to identify grammatical structure.
5. Students are able to make inference from reading text.
6. Students are able to locate the meaning of vocabulary in context.

3. Narrative Text

As the writer had limited the research that she used narrative text in reading comprehension, the writer will discuss briefly about narrative text. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor. According to Syafi'i, narrative is storytelling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.¹⁹ The basic purpose of narrative is to entertain, to gain and hold a readers' interest.²⁰

¹⁹ M. Syafi'i S. et. al. *The Effective Paragraph Developments: The process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p. 53

²⁰ New Zealand Ministry of Education. 2010. *Narrative*. (Retrieved on September 18, 2011) from <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Narrative>

The characteristic of narrative text as follows:

1) The text organization

The text organization of narrative as follows:

1. Orientation

In this part, the writer tries to set up the character, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on, for example:

Once upon a time, not far from a jungle, there lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy's fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child²¹.

2. Complication

The complication is the heart structure of narrative text. The complication will determine whether the text "lives" or not. If the narrative text consider as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict. It can be seen in the following example:

One day, the two stepsisters received an invitation to the ball that the king's son was going to give at the palace. They were excited about this

²¹ OpenKowledge. 2009. Timun Emas. (Retrieved on February 20, 2011) from <http://www.indonesianfolklore.blogspot/timunemas.com>

and spend so much time choosing the dresses they would wear. At last, the day of the ball come, and away went the sisters to it. Cinderella could not help crying after they had left²².

3. Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of text. It can be seen in the following example:

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her stepsisters tried on the slipper. Her stepsisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after²³.

2) Grammatical structure

- a. Usually begin with time connectives, such as: once upon a time, once, one day, long time ago, etc.
- b. Focusing on specific participants, such as: Cinderella, The King, The Farmer, etc.

²² Understanding Types of Text. 2009. Cinderella. (Retrieved on February 20, 2011) from <http://www.understandingtext.blogspot.com>

²³ Ibid

- c. Using simple past tense, such as: Cinderella was happy at the time, the king killed him, etc.
- d. The verb used is mainly action verbs: Action verbs provide interest to the writing. For example, instead of *the old woman was in his way* try *the old woman barred his path*. Instead of *she laughed* try *she cackled*.
- e. Using time conjunctions, such as: when, then, suddenly, next, etc.
- f. Used adjective to describe nouns, such as: a beautiful lady, an old man, a poor widow, etc.
- g. Using direct and indirect speech to show the real word of the speaker.

4. The Factors that Influence Students' Reading Comprehension Achievements

There are some factors that influence students' reading comprehension achievements; those are internal factors and external factors. It will be explained as follows:

a. Internal Factors

According to Kahayanto in Egis²⁴, the internal factor means the factor which comes from the reader himself, or usually known as personal factor. In addition, these factors can also be classified into intelligent (IQ), motivation, attitude, and the purpose of reading.

²⁴Egis Fajruna El Mubarak. *Loc. Cit.* pp. 14-16

b. External Factors

External factors are the factors that come from the outside of the students. These factors are an environment, social economic, reading facilities, and reading habits. The external factor can cause by two things, such as:

1) Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

2) Teacher of Reading

Teacher reading means here is the teacher should be careful in choosing the text and giving the task for the students, because they are related to the students' reading comprehension achievement.

Based on the explanation above, in this study the writer is interested to use Synthesizing strategy to build up students' motivation and interest, furthermore want to see the effect of using Synthesizing strategy towards students' reading comprehension achievements. It is impossible for the students to understand the text if he or she has no interest and motivation to read. Therefore, it can be conclude that, the good interest and motivation result the good achievements of the students.

5. The Nature of Synthesizing Strategy

According to Dole in Eaglton, synthesizing is taught to be the most challenging of the comprehension strategies because it requires the reader to bring together an awareness of the reading process and understanding of the text.²⁵ Synthesize is a complex strategy because it involves a combination of several reading strategies, including activating prior knowledge, determining important ideas, and making inferences.

In addition, Keene and Zimmermann in Moreillon stated that synthesis is the process of ordering, recalling, retelling, and recreating information into a coherent whole.²⁶ For students to synthesize information effectively and make it their own, they must first bring it all together. It means that students begin with summarizing and the students must be able to determine the important ideas and express in a clear and concise way before they can make their own ideas.

According to Morreillon, a simple way to express the components of synthesizing those particularly appropriate to younger readers is Information and response means Synthesis.²⁷ Readers' responses to texts can be described in many ways. They can make personal or text-to-self connections that include their prior knowledge, experiences, and feelings. They can respond to specific story elements, such as the setting or theme. The important thing about a response is

²⁵ Maya B. Eaglton and Elizabeth Dobler. *Reading the Web; Strategies for Internet Inquiry* (New York: The Guilford Press, 2007). pp. 38

²⁶ Judi Moreillon. *Op. Cit.* pp. 132-133

²⁷ Judi Moreillon. *Op. Cit.* pp. 134

that it not be a restatement of the story or facts. A response is unique to the reader and demonstrates the central role of the reader in the reading transaction.

According to Gerald, synthesizing can be done in a legitimate form at all grade levels and using sources other than narrative text and synthesizing for lower grades may combine ideas from within a single text.²⁸ It means that synthesizing can be done for students at the high school level and in synthesize reading text the students can be done without combining information from multiple sources.

According to Allen, Harvey, and Goudvis in Bumgamer, the student need skills in synthesize the text. The skills are:²⁹

- a) Stop to collect their thoughts
- b) Identify the main idea
- c) Put the information into their own words and respond to it
- d) Combine what they have just learned with what they already know and then respond to it.

They also stated that in synthesize the text; there are activities that can support students in synthesizing strategy. The activities can be used by the teacher to help the students in synthesizing the text. One of the activities is

²⁸ Gerald G. Duffy. *Explaining Reading; A Resource for Teaching Concepts, Skills, and Strategies. Second Edition.* (New York: The Guilford Press, 2009). p. 182

²⁹ Shannon Bumgamer. *Op. Cit*

note/thinking T-chart. Note/thinking T-chart is developed by Harvey and Goudvis. The students can model the process using their own background knowledge, connections, and thinking. The students write their observations and reflections in the 'Thinking' Column of T-chart and write short passage from the text, demonstrate how to paraphrase details/facts/main idea and record them in the 'Note' Column of T-chart.³⁰

The strategy of synthesizing involves combining summarizing with the reader's perspective. Summarize is one key component of synthesizing. A major step to summarizing is asking students to retell what they have read, in their own words. According to Harvey, Summarizing is part of synthesis. You cannot synthesize if you don't know how to summarize. Summarizing is the act of briefly presenting the main point. When teaching summary, teachers should encourage readers to retell information by including important ideas but not telling too much.³¹

According to Miller, to give the kids a framework for thinking about retelling as they synthesize what they've read; they can tell what's important in a way that makes sense, without telling too much.³²

³⁰ *ibid*

³¹ Stephanie Harvey and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. (New York: ME: Stenhouse Publishers, 2000). p. 158

³² Debbie Miller. *Reading with Meaning*. (Portland, Maine: Stenhouse Publishers, 2002). P.163

In implementing the Synthesizing strategy, the skills that should be achieved by the students are:

1. Students are able to read the content material with sufficient fluency.
2. Students are able to use and correlate their knowledge with the text.
 - a. Ability to gather the knowledge of topics and how they are sometimes presented in text.
 - b. Ability to generalize information and make predictions or inferences.
3. Students are able to connect their ideas about the text.
4. Students are able to identify key words or phrases as they relate to the topic.
5. Students are able to outline the text given.
6. Students are able to proofread and compare the original text with the outline for accuracy of information.

The standard procedures of synthesizing strategy are as follows:

1. Teacher divides students into 6 groups in which each group consist of five students.
2. Teacher hands out the text in the form of narrative text.
3. Teacher introduces synthesizing strategy to the students.
4. Teacher asks the students to read the text that teacher gives.
5. Teacher asks the students to active their prior knowledge by answering these question:
 - a. What do I already know about this topic?
 - b. What information might the writer present?
6. Teacher asks the students to make text to self, text to world, and text to text connection.
7. Teacher asks the students to evaluate the information that students get from the text.
8. Teacher asks the students to identify key ideas or themes as they read.
9. Teacher asks the students to distinguish important and unimportant information in relation to key ideas or themes in text.
10. Teacher asks the students to use their knowledge of important and relevant parts of text to prioritize in long term memory and synthesize text for others.

11. Teacher helps the students to retell the most important parts of the text by telling important information without telling too much.
12. Teacher asks the students to create a simple summary about the text by using their own ideas.

Synthesizing aids reading comprehension because it requires students to put the new material into their own words and combine it with their prior knowledge. This makes it more likely that they will remember the information and transfer it to new situations, which further reinforces the information.

4. Teaching Reading

Teaching reading is one of the important parts in the curriculum stated in Indonesian's curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college students and adults. The aim of teaching reading is to develop the students' ability so that they can read and understand the English text effectively and efficiently.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process.

According to Linse, there are some principles of teaching reading, the principles can say in the word **ACTIVE**. ACTIVE means:³³

- a. **A**ctivate prior knowledge
- b. **C**ultivate vocabulary
- c. **T**each for comprehension
- d. **I**ncrease reading rate
- e. **V**erify reading strategies
- f. **E**valuate progress

According to Sadoski, there are two main goals of teaching reading that balance between the effective domain and cognitive domain.³⁴

a) Affective Goals

1. Developing positive attitudes toward reading

The term attitude, as used here, applies to students' perceptions of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, students should experience success regularly and approach reading confidently,

³³ Caroline T. Linse. *Loc. Cit.* p. 79

³⁴ Mark Sadoski. *Conceptual Foundations of Teaching Reading* (New York: The Guildford Press, 2004) pp. 45-53

with a “can do” spirit, rather than avoiding it because it is painful and frustrating.

1. Developing personal interest and tastes in reading

Having a positive attitude is not enough. Lifelong readers choose to pursue their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers/students’ sense of self-worth through reading.

- b) Cognitive Goals

1. Developing the use of reading as a tool to solve problem

Reading weighs heavily in the tool belt of a working, technological society. It helps us solve a broad array of personal and social problems in a complex, literate world. Reading also a way to deal with everyday problems where printed language is a feasible and requisite solution.

2. Developing the fundamental competencies of reading at succeeding higher levels of independence.

Developing the fundamental competencies that comprise reading is the most basic goal.

He also stated that there are two forms of teaching reading, such as:³⁵

1. Instruction

Instruction means to put a structure of knowledge in from without. The teacher has it, the learners do not, and the teacher builds it into them.

2. Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, then, means to draw learning out from within.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research itself. Besides, we analyze what the point that was focused on, inform the design, finding and concluding of the previous research.

1. A research from Egis Fajruna El-Mubarok

According to Egis Fajruna El-Mubarok in his research entitled "The effect of Pre-Question toward reading comprehension of the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru."³⁶ From the research, he found that the second hypothesis was accepted because T-table at

³⁵ *Ibid.* pp. 79-80

³⁶ Egis Fajruna El Mubarok. *Effect of Pre- Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru*, (Unpublished, 2006)

the 5% grade of significance refers to 2.01. While, in the level of significant 1% was 2.68. Therefore, it can be analyzed that t_o is higher than T-table in either at 5% or 1% grade of significance. It can be read that $2.01 < 8.26 > 2.68$. It means that there is significance effect of Pre-Question toward reading comprehension at the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru.

2. A research from Suraini

In her research entitled “The Correlation between Students’ English Language Learning and Their reading Comprehension at the Second Year Students of MTS N Bengkalis”.³⁷ She tried to find out whether there is a significant correlation between students English language learning and their reading comprehension at the second year students of MTS N Bengkalis. She concludes that there is no significant relationship between students’ language learning strategies and their reading comprehension. It was happened because the students used the same strategies in learning English; furthermore the teacher seldom used the strategy to teach their students.

³⁷ Suraini. *The Correlation Between Students’ English Language Learning Strategies and Their Reading Comprehension at the Second Year Students of MTS N Bengkalis*. (Unpublished, 2009)

C. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on gaining the effect of using Synthesizing strategy towards students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is synthesizing reading comprehension strategy.

Synthesizing strategy is an independent variable; Synthesizing reading comprehension strategy refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading comprehension; Students' reading comprehension is dependent variable.

1. Experimental Class

The following treatment as a collection of procedures of the implementation of Synthesizing strategy can be seen as the following steps:

1. Teacher divides students into 6 groups in which each group consist of five students.
2. Teacher hands out the text in the form of narrative text.
3. Teacher introduces synthesizing strategy to the students.
4. Teacher asks the students to read the text that teacher givens.

5. Teacher asks the students to active their prior knowledge by answering these question:
 1. What do I already know about this topic?
 2. What information might the writer present?
6. Teacher asks the students to make text to self, text to world, and text to text connection.
7. Teacher asks the students to evaluate the information that students get from the text.
8. Teacher asks the students to identify key ideas or themes as they read.
9. Teacher asks the students to distinguish important and unimportant information in relation to key ideas or themes in text.
10. Teacher asks the students to use their knowledge of important and relevant parts of text to prioritize in long term memory and synthesize text for others.
11. Teacher helps the students to retell the most important parts of the text by telling important information without telling too much.
12. Teacher asks the students to create a simple summary about the text by using their own ideas.

2. Control Class

The following treatment as a collection of procedures of the implementation of Conventional strategy can be seen as the following steps:

1. Teacher hands out the text in form of narrative text
2. Teacher asks the students to read text that teacher gives.

3. Teacher helps the students to find out difficult vocabulary in the text.
4. Teacher asks the students to make summary.
5. Teacher asks the students to answer the question based on the text.

To know the students' reading comprehension of the second year students at SMA LKMD Kandis, the writer determines some indicators for reading comprehension as follows:

1. Students are able to identify topic.
2. Students are able to identify organization of text.
3. Students are able to find out factual information.
4. Students are able to identify grammatical structure.
5. Students are able to locate the meaning of vocabulary in context.
6. Students are able to make inference from reading text.

D. The Assumption and Hypothesis

1. The Assumption

In this study, the researcher assumes that (1) students' ability in reading text is various, and (2) strategy in teaching can influence students' reading comprehension.

2. The Hypothesis

Ho: There is no significant different of using Synthesizing strategy towards students reading comprehension.

Ha: There is a significant different of using Synthesizing strategy towards students reading comprehension.

CHAPTER III

RESEARCH METHODE

A. The Research Design

The type of the research is quasi-experimental research. According to DR. Sugiono, quasi-experimental design is a research design having some but not the entire characteristic of the true experiment.¹ The type of quasi-experimental design of this research is control group design. In this design, the researcher used two classes as the sample; control group and experimental group. Those classes were not chosen randomly. Both groups took a pretest and posttest. Only the experimental group received the treatment. According to Sukardi, the design of this research can be illustrated as follows:²

TABLE III. 1

Nonrandomized Control Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experiment	Y ₁	X	Y ₂
Control	Y ₁	—	Y ₂

¹DR. Sugiono. *Metode Penelitian Administrasi*. (Bandung: CV. Alfabeta, 2002). p. 54

² Prof. Sukardi, Ph. D. *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2010). p. 186

B. The Location and the Time of the Research

The research was conducted at the second year students of SMA LKMD Kandis at Kandis District Siak Regency, and the time was on July to August 2011.

C. The Subject and the Object of the Research**1. The Subject of the research**

The subject of the research was the second year students of SMA LKMD Kandis.

2. The Object of the Research

The object of the research was the effect of using Synthesizing strategy towards students' reading comprehension.

D. The Population and the Sample of the Research**1). Population**

The population of this research was the second year students of SMA LKMD Kandis in 2011-2012 academic years. It had 3 classes, such as XI IPA 1, XI IPA 2, and XI IPS 1. The number of the second year students of SMA LKMD Kandis was 92 students.

TABLE III.2
Distribution of the Research Population

No	Class	Number of Students
1	XI IPA 1	30
2	XI IPA 2	30
3	XI IPS	32
Total		92 students

2). Sample

The population above was large enough to be all taken as sample of the research. Based on the design of the research, the researcher took only two classes as the sample of this research; XI IPS1 and XI IPS2. The reason why the researcher took this class was because the students' ability in reading was homogenous.

E. The Technique of Collecting Data

In the research, the researcher used experiment and test to collect the data. Experiment is used to give a treatment about Synthesizing strategy to the students. According to Jhon W. Cresswell, we use an experiment when want to establish possible cause and effect between our independent and dependent

variables.³ Furthermore, the test was used to get the achievement of the students reading comprehension by using the treatment given.

Blue Print of Reading Comprehension

NO	INDICATORS	NUMBER OF ITEMS
1	Students are able to identify topic	1,7,11,15,23
2	Students are able to identify organization of text	2,8,12,20,24
3	Students are able to identify grammatical structure of text	3,9,13,18,26
4	Students are able to make inference from the reading text	5,6,10,16,12
5	Students are able to find out factual information	4,14,17,21,25
6	Students are able to locate the meaning of vocabulary in context	19,27,28,29,30

F. The Technique of Data Analysis

In order to analyze students' reading comprehension, the researcher used graduated standard of English lesson in SMA LKMD Kandis (SKL) that was 60

³ Jhon W. Cresswell. *Educational Reseach; Planning, Conducting, and Evaluating Quantitative and Qualitative Reseach*. (New Jersey: Pearson Education, 2008). pp. 299

for students' reading comprehension. It means that for those who got score < 60 , they did not pass graduated standard (SKL), while for those who got score ≥ 60 , they passed graduated standard (SKL).

In order to find out whether there is a significant effect of using Synthesizing strategy toward students' reading comprehension at the second year students of SMA LKMD Kandis, the data were analyzed statistically. To know the effect of using Synthesizing strategy, the writer used score of pre-test and post-test. The different mean was analyzed by using T-test formula through using SPSS 16 Version.

The T-Test was obtained by considering the degree of freedom (df) as follows:⁴

$$df = N-1$$

N = Number of cases

Statistically the hypotheses are:

$$H_a: t_o \geq t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

H_a is accepted if $t_o \geq t\text{ table}$ or there is a significant effect of using Synthesizing strategy towards students' reading comprehension.

H_o is accepted if $t_o < t\text{ table}$ or there is no significant effect of using Synthesizing strategy towards students' reading comprehension.

G. The Instrument of Data Collection

⁴ Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p. 191

In order to get some data that are needed to support this research, the writer applied the techniques by using test.

The data of this research were gotten from the scores of the students' post-test. The data were collected through the following procedures:

1. Both class (control class and experimental class) were asked to express their idea in reading comprehension.
2. The teacher evaluated from the test based on reading comprehension aspect that consist of identify topic, identify organization of text, find out factual information, identify grammatical structure, locate the meaning of vocabulary in context, make inference from reading text of the narrative text.
3. The test was used to obtain the data concerning the students' reading comprehension. The technique is carried out in items of collecting the data and information dealing with the data variable X (Synthesizing and conventional strategy) and variable Y (reading comprehension). The materials of the test are adopted from the syllabus of SMA LKMD Kandis.

H. The Validity and Reliability of the Test

1. Validity

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must

aim to provide a true measure of the particular skill in which it is intended to measure.

Heaton states that the validity of a test is the extent to which it measures what it is supposed to measure and nothing else.⁵ There are three kinds of validity that consist of content validity, construct validity and empirical validity.

In order to obtain the data about the comparison between Synthesizing and conventional strategy on reading comprehension, the writer acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered too difficult or too easy often show the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answer the questions correctly. The formula for item difficulty was as follows:

$$FV = \frac{R}{N}$$

Where:

FV : index of difficulty of facility value

R : the number of correct answer

⁵ J.B. Heaton, *Writing English Language Test* (New York: Cambridge University, 1988), p. 159

N : the number of examinees or students taking the test.⁶

The formula above was used to find out the easy or difficulties of each item test that researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded from the test and they were rejected. Heaton states that prepare in practice to accept items with facilities values between 0.30 and 0.70.⁷

2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.⁸

There are some factors affecting the reliability of a test, they are:

- The extent of the sample of material selecting for testing,
- The administration of the test, clearly this is an important factor in deciding reliability.

$$r_{ii} = \frac{N}{N-1} \left(1 - \frac{m(N-m)}{NX^2} \right)$$

Where:

⁶ *Ibid.*, p. 179

⁷ *Ibid.*

⁸ *Ibid.*, p. 162

R_{ii} = reliability.

N = the number of item in the test.

M = the mean score of the test.

X = the standard deviation of the test.⁹

Besides, Tambunan in Dina states that reliability coefficient for good classroom achievement tests are expected to exceed 0.07 and closed to 1.00. He states that reliability of test is considered as follows:

- 0.00-0.20 : Reliability is low
- 0.21-0.40 : Reliability is sufficient
- 0.41-0.70 : Reliability is high
- >0.70 : Reliability is very high

In the research, the writer used software SPSS 16 version to calculate the reliability of test.

⁹ *Ibid.*, p. 164

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Description of Research Procedure

The purposes of the research are to obtain the students' reading comprehensions taught by using Synthesizing strategy and students' reading comprehension taught by using conventional strategy, and to know the significant effect of students' reading comprehension taught by using Synthesizing strategy. The data were obtained from students' post-test scores of experimental and control class. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. The result found in the try out was 0.813. It means that the test is very high reliable. The writer gave pre test and post test to XI IPA 1 and XI IPA 2. The writer asked the students to answer some questions based on the text given; the text was a narrative text. Based on result of pre-test, it was found that XI IPA 1 as experimental class and XI IPA 2 as control class. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of questions but in different text of narrative to test students' reading comprehension for the post-test of experimental class. While for control class, which are taught without using treatments, the writer used the same format of

questions and the different text of narrative for their post-test also. The result of reading test was evaluated by concerning five components, such as:

1. Students are able to identify topic in the narrative text.
2. Students are able to identify factual information in the narrative text.
3. Students are able to identify generic structure in the narrative text
4. Students are able to identify language features in the narrative text
5. Students are able to make inference from reading text in the narrative text.
6. Students are able to locate the meaning of vocabulary in context

The totals of pre-test and post-test in both classes were significantly different. The total score of the experimental class was 3848, while the highest score was 80 and the lowest was 48. The total score of control group was 3301, while the highest was 80 and the lowest was 44.

B. The Data Presentation

The data of this research were gotten from the score of students' pre test and post-test. All of data were collected trough the following procedures:

1. In Both classes (experimental and control group), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.

3. The writer together with the observer gave a score of the students' reading comprehension that was collected from their score of pre-test and post-test.

There were two data of students' reading comprehension served by the writer. They were: the data of students reading comprehension taught by using Synthesizing strategy and the data of the students' reading comprehension taught by using conventional strategy, and they are as follows:

1. The Data Presentation of Students' Reading Comprehension

a. Students' Reading Comprehension Taught by Using Synthesizing Strategy.

The data of students' reading comprehension taught by using Synthesizing strategy were gotten from pre-test and post-test of XI IPA 1 as an experimental class taken from the sample of this class (30 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

Table IV.2

The score of the students' reading comprehension taught by using Synthesizing strategy

No.	Students	Experimental Class	
		Pre-Test	Post-Test
1	Student 1	48	72
2	Student 2	56	72
3	Student 3	56	72
4	Student 4	60	76
5	Student 5	48	60
6	Student 6	60	72
7	Student 7	52	60
8	Student 8	64	80
9	Student 9	68	76
10	Student 10	52	60
11	Student 11	48	56
12	Student 12	56	56
13	Student 13	72	76
14	Student 14	68	80
15	Student 15	52	76
16	Student 16	52	72
17	Student 17	60	80
18	Student 18	48	56
19	Student 19	48	56
20	Student 20	52	72
21	Student 21	60	76
22	Student 22	56	72
23	Student 23	56	80
24	Student 24	72	80
25	Student 25	60	80
26	Student 26	60	76
27	Student 27	48	68
28	Student 28	52	80
29	Student 29	52	76
30	Student 30	64	80
Total		1700	2148

From the table IV.1, the writer found that the total score of pre-test in experimental group was 1700. The highest was 72 and the lowest was 48. The total score of post- test in experimental group was 2148. The highest was 80 and the lowest was 56. It means that the students have significant increasing of their reading comprehension. It is proved by the total score and the score of frequency from pretest and post test which is significantly different, and it can be seen as below:

Table IV.3
The Frequency Score of Pre Test and Post Test of Experimental Group

Valid of Pre-Test	Frequency of Pre-Test	Valid of Post-Test	Frequency of Post-test
48	6	48	0
52	7	56	4
56	5	60	3
60	6	68	1
64	2	72	7
68	2	76	7
72	2	80	8
Total	N=30		N= 30

Besides, the mean and standard deviation were also needed in analyzing data which was gotten from the score of pre test and post test. In determining the mean and standard deviation, the writer used the software SPSS 16 to calculate it. The mean and standard deviation of pre test and post test are as in the following table:

Table IV.4
The Mean and Standard Deviation of Pre Test and Post Test Of Experimental Group

	Mean	Std. Dev
Pre-Test	56.67	7.208
Post-Test	71.60	8.492

From the table above, the distance between Mean (Mx) and Standard Deviation (σ) is too far. In other words, the scores obtain are normal.

2. Students' Reading Comprehension

Taught by Using Conventional Strategy

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of XI IPA 2 as control class taken from the sample of this class (30 students). The data can be seen from the table below:

Table IV.5
The Score of the Students' Reading Comprehension Taught by Using
Conventional Strategy

No.	Students	Control Class	
		Pre-Test	Post-Test
1	Student 1	52	52
2	Student 2	52	60
3	Student 3	44	52
4	Student 4	56	56
5	Student 5	44	52
6	Student 6	60	56
7	Student 7	52	56
8	Student 8	44	48
9	Student 9	64	56
10	Student 10	44	52
11	Student 11	60	56
12	Student 12	44	52
13	Student 13	44	48
14	Student 14	64	60
15	Student 15	72	80
16	Student 16	52	52
17	Student 17	52	44
18	Student 18	56	56
19	Student 19	44	44
20	Student 20	48	44
21	Student 21	76	68
22	Student 22	60	56
23	Student 23	52	60
24	Student 24	44	48
25	Student 25	56	44
26	Student 26	52	60
27	Student 27	48	52
28	Student 28	60	60
29	Student 29	48	48
30	Student 30	52	56

Total	1672	1628
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From the table IV.4, The writer found that the total score of pre test in control group was 1672. The highest was 76 and the lowest was 44. In addition, the total score of post-test in control group was 1628. The highest was 80 and the lowest was 44.

It means that the students have little increasing of their reading comprehension, and it is not as experimental class. Besides, the mean of pre test and post test of control group and experimental group also have a big difference. The frequency score and the mean of pre test and post test of control group can be seen as below:

Table IV.6

The Frequency Score of Pre Test and Post Test of Control Group

Valid of Pre-Test	Frequency of Pre-Test	Valid of Post-Test	Frequency of Post-test
44	6	44	4
48	2	48	4
52	5	52	7
56	4	56	8
60	7	60	5
64	3	64	0
68	1	68	1
72	1	72	0
76	1	76	0
80	0	80	1
Total	N= 30		N= 30

Table IV.7**The Mean and Standard Deviation Of Pre Test and Post Test Of Control Group**

	Mean	Std. Dev
Pre-Test	53.20	8.479
Post-Test	54.27	7.552

From the table above, the distance between Mean (M_x) and Standard Deviation (σ) is too far. In other words, the scores obtain are normal.

2. The Data Presentation of the Effect of Using Synthesizing toward Students' Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.8
Students' Pre-Test and Post-Test of Experimental and Control Class

No	Student	Experiment Class			Control Class		
		Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1	Student 1	48	72	24	52	52	0
2	Student 2	56	72	16	52	60	8
3	Student 3	56	72	16	44	52	8
4	Student 4	60	76	16	56	56	0
5	Student 5	48	60	12	44	52	8
6	Student 6	60	72	12	60	56	-4
7	Student 7	52	60	8	52	56	4
8	Student 8	64	80	12	44	48	4
9	Student 9	68	76	8	64	56	-8
10	Student 10	52	60	8	44	52	8
11	Student 11	48	56	8	60	56	-4
12	Student 12	56	56	0	44	52	8
13	Student 13	72	76	4	44	48	4
14	Student 14	68	80	12	64	60	-4
15	Student 15	52	76	24	72	80	8
16	Student 16	52	72	20	52	52	0
17	Student 17	60	80	20	52	44	-8
18	Student 18	48	56	8	56	56	0
19	Student 19	48	56	8	44	44	0
20	Student 20	52	72	20	48	44	-4
21	Student 21	60	76	16	76	68	-8
22	Student 22	56	72	16	60	56	-8
23	Student 23	56	80	24	52	60	8
24	Student 24	72	80	8	44	48	4
25	Student 25	60	80	20	56	44	-12
26	Student 26	60	76	16	52	60	8
27	Student 27	48	68	20	48	52	4
28	Student 28	52	80	28	60	60	0
29	Student 29	52	76	24	48	48	0
30	Student 30	64	80	16	52	56	4

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. It is also can be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

C. The Data Analysis

1. The Data Analysis of Using Synthesizing Strategy (Variable X)

The data analysis of using Synthesizing strategy was based on the percentage of the observation list. The writer had fully implemented the Synthesizing strategy to the second year student of SMA LKMD Kandis. It can be seen from the total percentage of using Synthesizing strategy (81.25%).

2. The Data Analysis of Students' Reading Comprehension (Variable Y)

a. Students' Reading Comprehension Taught by Using Synthesizing Strategy

The following table is the description of the data of students' pre-test and post-test scores of Experimental class. It was obtained from the result of their reading comprehension. The data can be described as follows:

Table IV. 9

Students' Pre-Test and Post-Test Scores of Experimental Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
48	6	No Pass	48	0	No Pass
52	7	No Pass	56	4	No Pass
56	5	No Pass	60	3	Pass
60	6	Pass	68	1	Pass
64	2	Pass	72	7	Pass
68	2	Pass	76	7	Pass
72	2	Pass	80	8	Pass
Total	30			30	

Based on the data obtained in the pre-test of experimental class, there were 18 students did not pass the graduated standard (SKL) or the score obtained < 60, while there were 12 students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{18}{30} \times 100\%$$

$$= 60.00\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{12}{30} \times 100\%$$

$$= 40.00\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1725, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

Table IV. 10
Mean and Standard Deviation of Students' Pre-Experiment Score

Mean	56.67
Standard Deviation	7.208

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other word, the scores obtained are normal.

In the post-test of experimental class, there were 4 students who did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 26 who students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{4}{30} \times 100\%$$

$$= 13.33\%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{26}{30} \times 100\%$$

$$= 86.66\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 2036, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

Table IV. 11
Mean and Standard Deviation of Students' Post-Experiment Score

Mean	71.60
Standard Deviation	8.492

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal.

b. Students' Reading Comprehension Taught by Using Conventional Strategy

The following table is the description of the data of students' pre-test and posttest scores of Control class. It was obtained from the result of their Reading comprehension. The data can be described as follows:

Table IV. 12
Students' Pre-Test and Post-Test Scores of Control Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
44	6	No Pass	44	4	No Pass
48	2	No Pass	48	4	No Pass
52	5	No Pass	52	7	No Pass
56	4	No Pass	56	8	No Pass
60	7	Pass	60	5	Pass
64	3	Pass	64	0	Pass
68	1	Pass	68	1	Pass
72	1	Pass	72	0	Pass
76	1	Pass	76	0	Pass
80	0	-	80	1	Pass
Total	30			30	

Based on the data obtained in the pre-test of control class, there were 17 students did not pass the graduated standard (SKL) or the score obtained < 60 , and there were 13 students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{17}{30} \times 100\%$$

$$= 56.66\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{13}{30} \times 100\%$$

$$= 43.33\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1596, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

Table IV. 13
Mean and Standard Deviation of Students' Pre-Control Scores

Mean	53.20
Standard Deviation	8.479

From the table above, the distance between Mean (M_x) and Standard Deviation () is too far. In other words, the scores obtained are normal

In the post-test of control class, there were 23 students who did not pass the graduated standard (SKL) or the score obtained < 60 . In addition, there were 7 students who passed the graduated standard (SKL), or the score obtained ≥ 60 .

The percentage of students who did not pass the graduated standard as follows:

$$= \frac{23}{30} \times 100\%$$

$$= 76.67\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{7}{30} \times 100 \%$$

$$= 23.33\%$$

Besides, it can also be seen that the total frequency is 30 and the total scores is 1628, so that Mean (M_x) and Standard Deviation () can be obtained by using SPSS as follows.

TABLE IV. 14
Mean and Standard Deviation of Students' Post-Control Scores

Mean	54.27
Standard Deviation	7.552

From the data above, the distance between Mean (M_x) and Standard Deviation () it too far. In other words, the scores obtained are normal.

c. The Students' Classifications Score of the Students Taught by Using Synthesizing Strategy and Conventional Strategy

To know how the students' reading comprehension taught by using Synthesizing strategy and taught by using conventional strategy, the writer only took the post-test score of each class because the post-test was given after treatment.

Table 1V. 15
Mean and Median of Post-Test in Experimental Class and Control Class

	Mean	Median
Experimental Class (Post-Test)	71.60	74.00
Control Class (Post-Test)	54.27	54.00

From the table above seen that the mean of post-experiment is (71.60), and the mean of post-control is (54.27). To make it clear, the following table will describe the students' classification score whether taught by using Synthesizing strategy or conventional strategy. It will describe the students' reading comprehension.

Based on the table above, the mean of post-experiment is (71.60). It means that the students' reading comprehension taught by using Synthesizing strategy is categorized into good level. While, for the mean of post-control is (54.27). It means that the students' reading comprehension taught by using conventional strategy is categorized into less level.

3. Data Analysis of the Effect of Using Synthesizing Strategy toward Students'

Reading Comprehension

Table IV.16
Students' Reading Comprehension Score

No	Students	Experiment Class		Control Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Student 1	48	72	52	52
2	Student 2	56	72	52	60
3	Student 3	56	72	44	52
4	Student 4	60	76	56	56
5	Student 5	48	60	44	52
6	Student 6	60	72	60	56
7	Student 7	52	60	52	56
8	Student 8	64	80	44	48
9	Student 9	68	76	64	56
10	Student 10	52	60	44	52
11	Student 11	48	56	60	56
12	Student 12	56	56	44	52
13	Student 13	72	76	44	48
14	Student 14	68	80	64	60
15	Student 15	52	76	72	80
16	Student 16	52	72	52	52
17	Student 17	60	80	52	44
18	Student 18	48	56	56	56
19	Student 19	48	56	44	44
20	Student 20	52	72	48	44
21	Student 21	60	76	76	68
22	Student 22	56	72	60	56
23	Student 23	56	80	52	60
24	Student24	72	80	44	48
25	Student 25	60	80	56	44
26	Student 26	60	76	52	60
27	Student 27	48	68	48	52
28	Student 28	52	80	60	60
29	Student 29	52	76	48	48
30	Student 30	64	80	52	56

The data were obtained through the score of post-test of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 16.

Table IV.17

Group Statistics

	x	N	Mean	Std. Deviation	Std. Error Mean
y	1	30	67.87	10.731	1.959
	2	30	58.83	8.477	1.548

Table IV.18

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Y	Equal variances assumed	.915	.343	8.354	58	.000	17.333	2.075	13.180	21.486
	Equal variances not assumed			8.354	57.220	.000	17.333	2.075	13.179	21.488

From the table above, it can be seen that t_o is 8.354 and df is 58. The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.00 and at level 1%, t table is 2.65. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other words, we can read $2.00 < 8.354 > 2.65$. So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is a significant effect of using Synthesizing strategy towards students' reading comprehension at the second year of SMA LKMD Kandis.

The experiment showed that the mean scores of both group were different. The mean score of result posttest in experimental group was 71.60 and control group was 54.27. It can be stated that using Synthesizing strategy had effect positively toward increasing students' reading comprehension. It is proved by the different score in experimental group and control group was 17.13. In conclusion, using Synthesizing strategy could increase students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three conclusions of this research based on the objectives of the research:

1. The first is to find out students' reading comprehension taught by using Synthesizing strategy. Mean of students' reading comprehension taught by using Synthesizing strategy is 71.60. The students who pass the graduated standard (SKL) are 26 (86.66%).
2. The second is to find out to students' reading comprehension taught by using conventional strategy. Mean of students' reading comprehension taught by using conventional strategy is 54.27. The students who pass the graduated standards (SKL) are 14 (43.33%).
3. The last question is to investigate significant different between students' reading comprehension taught by using Synthesizing strategy and students' reading comprehension taught by using conventional strategy. Based on the analysis of T-test formula. It can be seen that t_o is 8.354. It shows that there is a significant difference between students' reading comprehension taught by using Synthesizing strategy and students' reading comprehension taught by using conventional strategy. This is proven by the finding t-test (8.354) which

is greater than t-table at 5% degree of significance (2.00), while in the level significance 1% is (2.65). So, the writer found that $2.00 < 98.354 > 2.65$. So, it can be analyzed that t_o is higher than t-table in either 5% or 1%. It can be said that H_o is rejected and H_a is accepted. It shows that using Synthesizing strategy has positive effect towards students' reading comprehension.

B. Suggestion

Considering the effectiveness of using Synthesizing strategy toward students' reading comprehension, the writer would like to give some suggestions as follows:

1) Suggestions for the teacher:

- a. It is recommended to the teachers to use Synthesizing strategy in teaching and learning process.
- b. It is hoped that the teacher teaches reading class from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2) Suggestion for the students:

- a. The students should try to understand using Synthesizing strategy in reading text.

- b. The students should pay more attention to the lesson that has explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend the text more and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic with this study.

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